ACCESS for ELLs™ Test Administrator Training New Jersey

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Washington, DC

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Workshop Outline

Day 1

- **Testing Responsibilities**

- **The WIDA Standards and the ACCESS for ELLs™ Test**

- **WIDA Assessment Products and Services**

- **Test Reports & Interpretation**

- **Training for ACCESS for ELLs™**

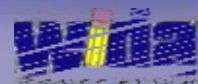- **Test Administration: Listening, Reading, Writing**

Day 2

- **Test Administration: Speaking**

- **Kindergarten Test**

- **Test Booklet Coordination**

CAL

Test Administrator Responsibilities

- **Secure test materials**

- **Assure accuracy of student demographic information on test labels**

- **Administer parts of the ACCESS for ELLs™ test for which he/she is certified**
  - Group test (Listening, Reading, Writing)
  - Speaking test
  - Kindergarten test

Facilitator Responsibilities

- **Coordinate test administration activities within the state or district**

- **Coordinate with WIDA administrators, MetriTech, and the Center for Applied Linguistics**

- **Schedule the testing window and order booklets**

- **Enroll test administrators in the online training course and/or provide alternative means of training**

- **Certify test administrators**

- **Arrange for reporting and dissemination of testing results.**

Test Facilitator Materials

Items on this list are designated for Facilitators only.

Facilitator procedures and materials

☐ Facilitator training guide

☐ Enrolling test administrators in the online course

Coordinator Responsibilities

- **Direct assignment of students to tiers**

- **Receive, secure, distribute, and return test materials**

- **Arrange and schedule test sessions and generally oversee all aspects of test administration**

- **Assure that test administration is performed by properly trained test administrators**

Test Coordinator Materials

These materials are intended for persons with responsibilities for ordering, managing, and securing test booklets.
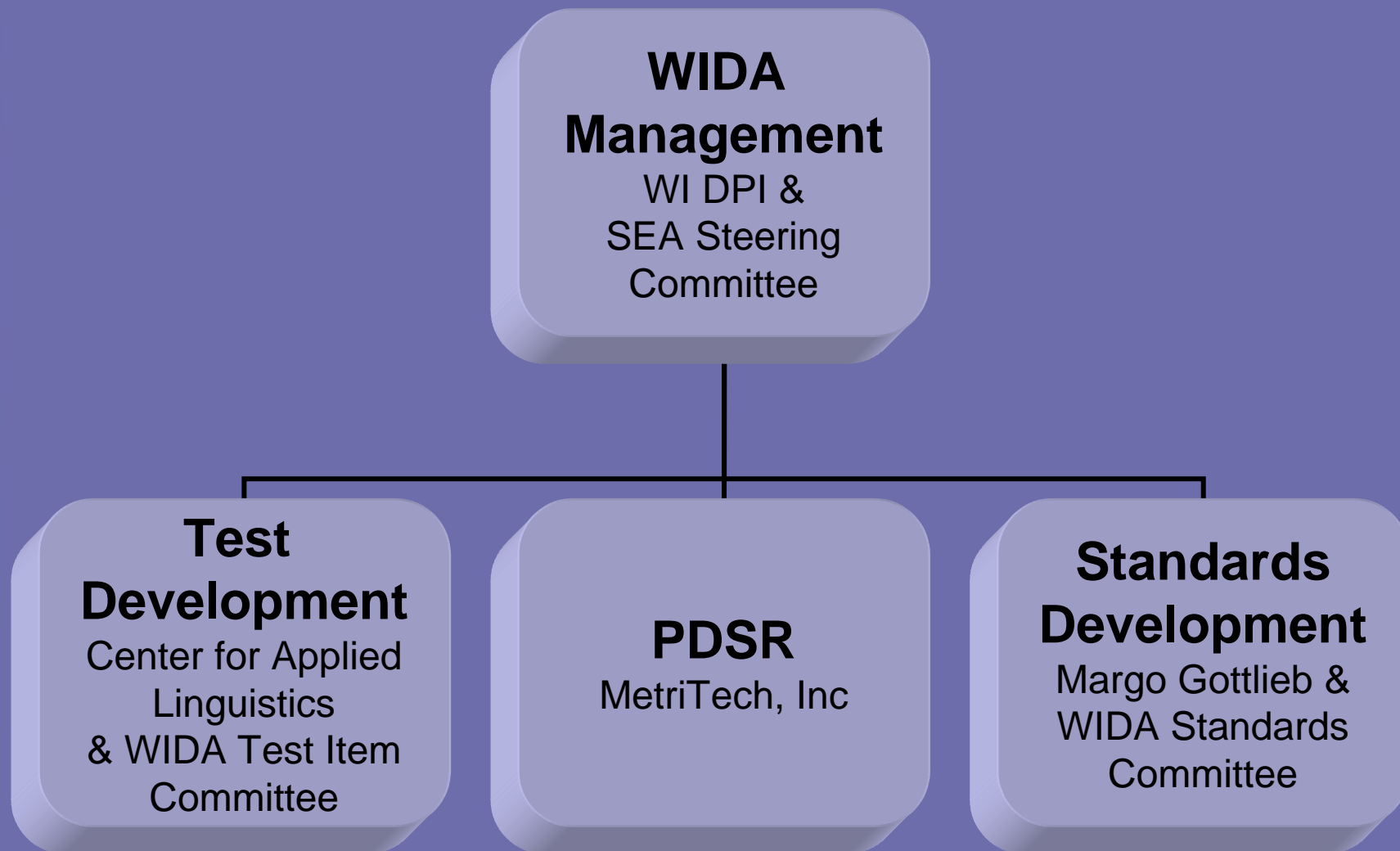
Procedures

☐ **Assigning students to tiers**

☐ **Test scheduling**

☐ **Handling test booklets**

The WIDA Standards and the ACCESS for ELLs™ Test

ACCESS for ELLs™ Test Administration

WIDA Management
WI DPI &
SEA Steering
Committee

Test Development
Center for Applied
Linguistics
& WIDA Test Item
Committee

PDSR
MetriTech, Inc

Standards Development
Margo Gottlieb &
WIDA Standards
Committee

WIDA Assessments vs. Other Language Assessments

Previous English Language Proficiency Tests (e.g. LAS)	ACCESS for ELLs™ and W-APT™
• Not standards-based	• Anchored in WIDA's English language proficiency standards
• Emphasis on social language	• Emphasis on academic language
▪ Generally integrated oral language domains	• Independent oral language domains (i.e., listening and speaking)
• Different tests for each grade level cluster (no comparability)	• Vertically scaled across tiers and grade level clusters
• Not compliant with the requirements of No Child Left Behind	• Compliant with the requirements of No Child Left Behind
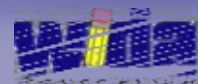
Centrality of the ELP Standards

ACCESS for ELLS™

Classroom Assessment Framework

Large-Scale Assessment Framework

English Language Proficiency Standards & Performance Definitions

Model Performance Indicators: Classroom

Model Performance Indicators: Large-Scale
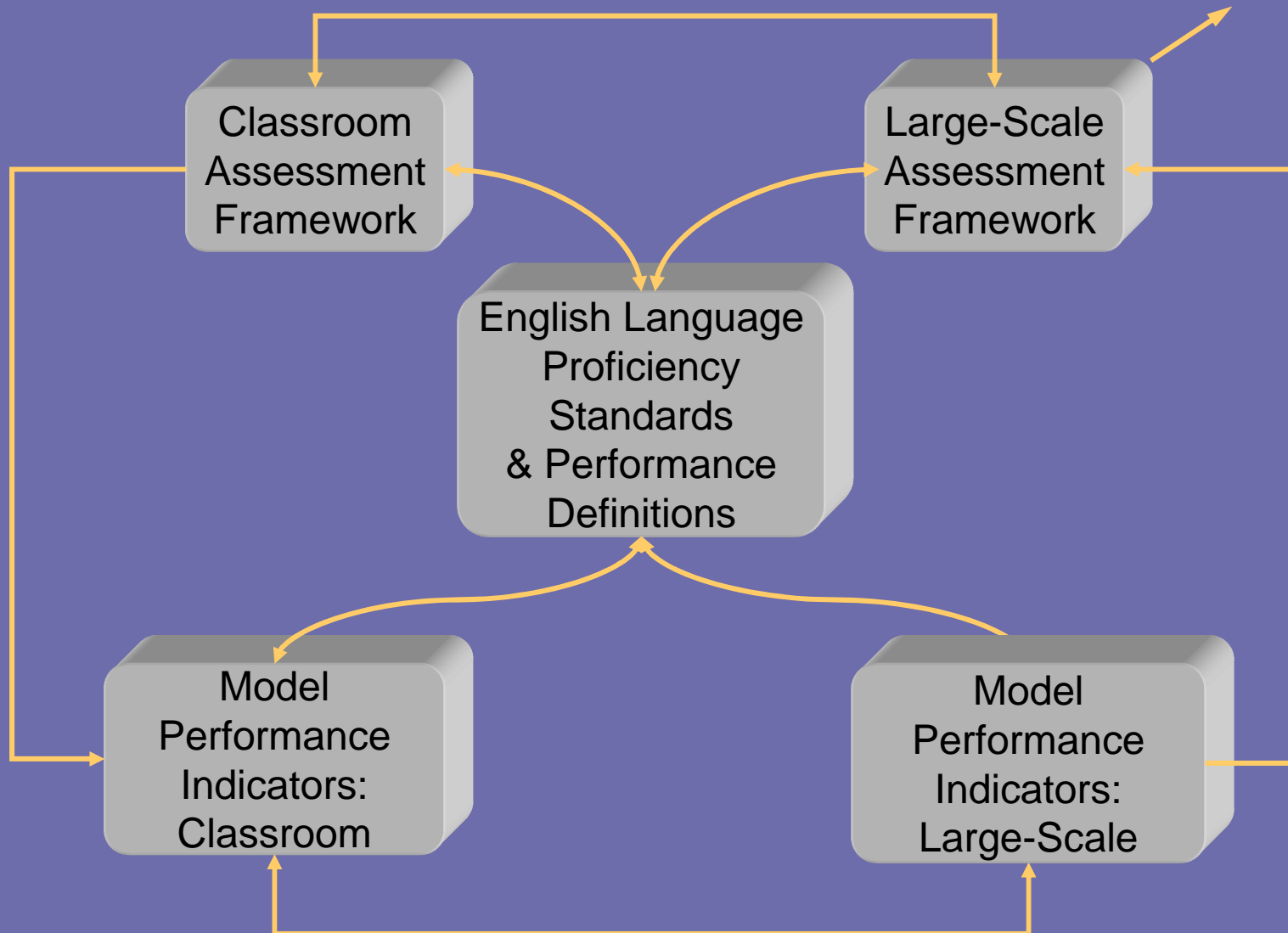
Overall Organization of Standards

Frameworks for Classroom & Large-Scale Assessment (2)

English Language Proficiency Standards (5)

Grade Level Clusters (4)

Language Domains (4)

Language Proficiency Levels (5)

Model Performance Indicators

Model PIs are the lowest level of expression of the standards

The WIDA ELP Standards

Standard 1—SI

- English language learners communicate in English for **social and instructional** purposes in the school setting.

Standard 2— LA

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts**.

Standard 3—MA

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Math**.
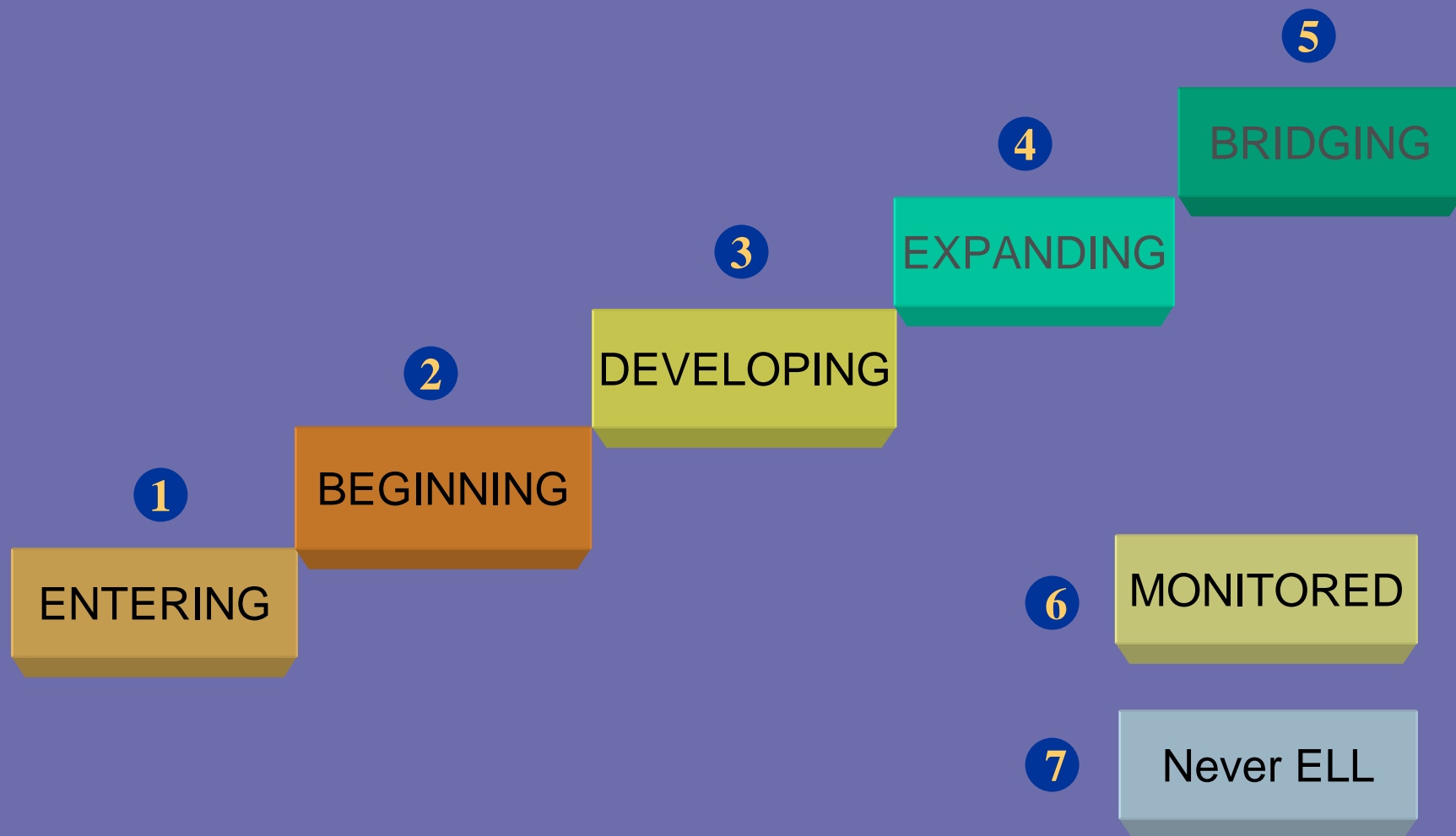
Standard 4—SC

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Science.**

Standard 5— SS

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Social Studies.**

The Levels of English Language Proficiency

5

BRIDGING

4

EXPANDING

3

DEVELOPING

2

BEGINNING

1

ENTERING

6 MONITORED

7 Never ELL

Criteria for Proficiency Level Definitions

①   **②**   **③**   **④**   **⑤**

ENTERING	BEGINNING	DEVELOPING	EXPANDING	BRIDGING

- **Linguistic Complexity: Extent of functional language (text or discourse)**

- **Vocabulary Usage: Comprehension and use of the technical vocabulary of the content areas**

- **Language Control: Comprehension and use of phonological, syntactic, and semantic structure & rules**

Organization of PI's within Standards

English Language Proficiency Standard 4: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.**

Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• identify living organisms from symbols, photographs, labels, • graphs, or charts	• classify living organisms (such as birds and mammals) by using pictures or icons	• complete graphs or charts using pictures or icons to address questions related to living organisms	• respond to questions about graphs or charts related to living organisms by using icons and text	• interpret graphs or charts related to living organisms by using icons and explicit, grade level science text
3-5	• match pictures representing **scientific** objects or terms with vocabulary (such as geological forms, plants, animals, forces, or simple machines)	• associate descriptive phrases with visually supported **scientific** objects or terms	• classify or differentiate among **scientific** objects or terms based on illustrated sets of features, characteristics, or properties	• interpret information on **scientific** objects, terms, or disciplines • from charts, tables, graphic organizers, or written text	• apply information on **scientific** objects, terms, or disciplines to new contexts using grade level **science** text
6-8	• match pictures of systems or processes with vocabulary (such as photosynthesis or body systems; e.g., "An example of ___ is __.")	• match pictures and phrases descriptive of systems or processes with vocabulary (such as mitosis or the nitrogen cycle; e.g., "__ goes with __.")	• sort descriptive sentences by systems or steps in the process (such as by sequencing or classifying; e.g., "before, after; goes with and belongs to; is like, is different from…")	• identify systems or processes from descriptions from science text (e.g., "As a result of ___; ___ is caused by ___.")	• identify functions of systems or processes from grade level **science** text (e.g., "In order to ___, it is necessary to ___.")
9-12	• identify data from **scientific** studies from tables, charts, or graphs	• match sources of data depicted in tables, charts, or graphs from **scientific** studies with research questions	• extract information on the use of data presented in text and tables	• interpret data presented in text and tables in **scientific** studies	• evaluate **scientific** data and discuss the implications of the studies presented in grade level text

PI Strand

Individual PI's as Basis of Test Items

CAL

English Language Proficiency Standard 4: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.**

Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2		• classify living organisms (such as birds and mammals) by using pictures or icons			
3-5					
6-8					
9-12					

Single PI from strand

Classify living organisms (such as birds and mammals) by using pictures or icons

Sequence of PI's as Basis for a Theme Folder

English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2					
3-5					
6-8					
9-12	• match sources of data depicted in tables, charts, or graphs from **scientific** studies with research questions	• extract information on the use of data presented in text and tables	• interpret data presented in text and tables in **scientific** studies		

Match sources of data depicted in tables, charts, or graphs from scientific studies with research questions

Extract information on the use of data presented in text and tables

Interpret data presented in text and tables in scientific studies

PI's for a Tier B Theme Folder for 9-12

Item Creation Process—Part 1

- **Item specifications drafted around Theme Folders**

- **Item writers assembled from nominated ESL teachers in consortium states**

- **Item writers trained via online learning environment**

- **Item writers submit Theme Folders electronically**

- **Theme Folders reviewed and revised internally**

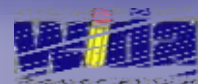- **Theme Folders reviewed by external reviewers for bias and content accuracy**

Item Creation Process—Part 2

- **Theme Folders of items arranged onto pilot test forms**

- **Pilot test conducted**

- **Pilot analysis & feedback incorporated**

- **Theme Folders arranged onto test forms**

WIDA Assessment Products and Services

WIDA Assessment Products

- **Language Proficiency Standards**
  - English Language Proficiency Standards
  - Spanish Language Arts Standards

- **English Language Assessments**
  - Large-Scale Assessment (ACCESS for ELLs™)
  - Screener (WIDA–ACCESS Placement Test (W-APT)™)

- **Academic Content**
  - Alternate Assessment (SUCCESS for ELLs™), *planned*
  - Professional Development, *planned*
  - Test administration training

- **Validation and Research**

Where to go for WIDA resources

- **www.wida.us**
  - To access and download the W-APT™
  - To read current FAQ sheet on general information on WIDA and ACCESS for ELLs™
  - To access and download the WIDA standards

- **www.uwosh.edu/d2l**
  - To train for the ACCESS test administration
  - To post questions & comments to bulletin boards
  - To email questions to state facilitators or CAL
  - To read current FAQ sheet on test administration issues

ACCESS for ELLs™ Overview

- **Secure, large-scale test**

- **Three tiers for each grade level cluster**
  - Tier A: Proficiency levels 1-3
  - Tier B: Proficiency levels 2-4
  - Tier C: Proficiency levels 3-5

- **One third of test items replaced annually**

- **Administered once per year to satisfy NCLB accountability**

- **Predictor of child's ability to succeed on state content test**
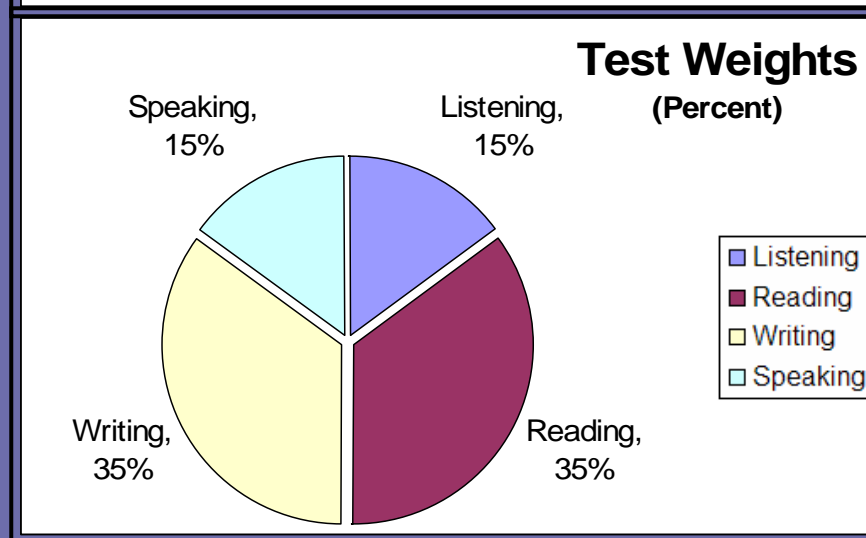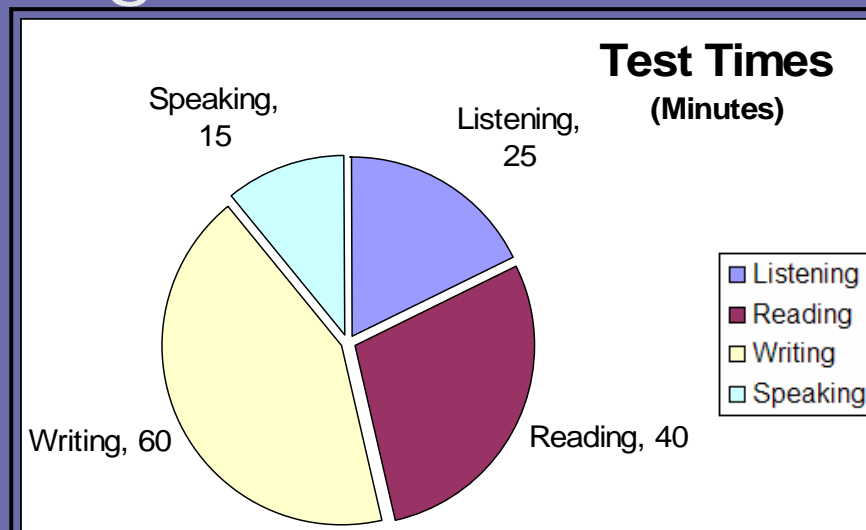
ACCESS Test Alignment with Proficiency Levels

1 **2** **3** **4** **5**

| ENTERING | BEGINNING | DEVELOPING | EXPANDING | BRIDGING |

Tier A

Tier B

Tier C

Annual ACCESS for ELLs™

Tier Placement Guidelines

- **Follow *Criteria for Tier Placement* (available in Informational Handbook and at www.wida.us)**

- **Use previous test scores, if available**

- **Use teacher judgment, if available**

- **Keep in mind that 70-80% of students will take Tier B**

- **When in doubt, place the student in the _higher_ tier and/or use reading/writing scores over oral skills**

- **At intake use W-APT™ or equivalent English language proficiency test**

ACCESS Administration Times and Composite Score Weights

- **Listening (15%): 20-25 minutes, machine scored**

- **Reading (35%): 35-40 minutes, machine scored**

- **Writing (35%): Up to 1 hour, rater scored**

- **Speaking (15%): Up to 15 minutes, administrator scored**

Test Times (Minutes) — pie chart showing Speaking, 15; Listening, 25; Reading, 40; Writing, 60. Legend: Listening, Reading, Writing, Speaking.

Test Weights (Percent) — pie chart showing Speaking, 15%; Listening, 15%; Reading, 35%; Writing, 35%. Legend: Listening, Reading, Writing, Speaking.

Structure of ACCESS for ELLs

Grade Level and Tier			
K	⟶	Adaptive
1-2	⟶	A B C
3-5	⟶	A B C
6-8	⟶	A B C
9-12	⟶	A B C

Domains

Listening — group admin, machine scored

Reading — group admin, machine scored

Speaking — individual admin, adaptive, TA scored

Writing — group admin, rater scored

Forms

100 (roll-out Spring 2005)

101 (roll-out Spring 2006)

102 (roll-out Spring 2007)

Accommodations

- **In general, accommodations for students with disabilities are allowable, as outlined in IEP.**

- **Accommodations must not invalidate the test construct.**

- **See Accommodations section of the Test Administration Manual for a list of allowable accommodations for the ACCESS test.**

Test Reports and Interpretation
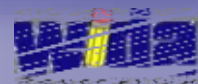
Percent Correct on Each Item

Grades 1-2

n = 173
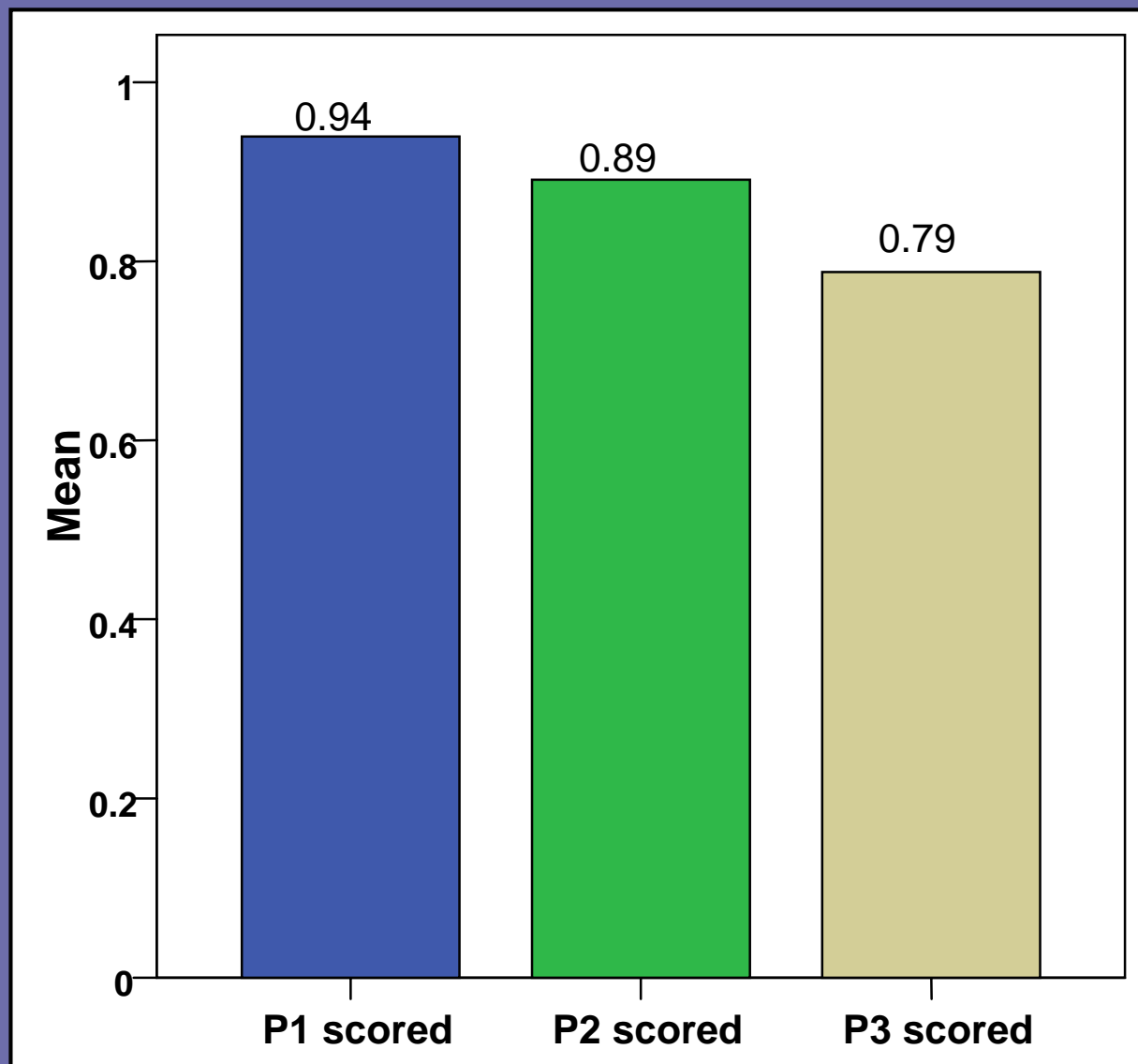
Percent Correct on Each Item (by Tier)
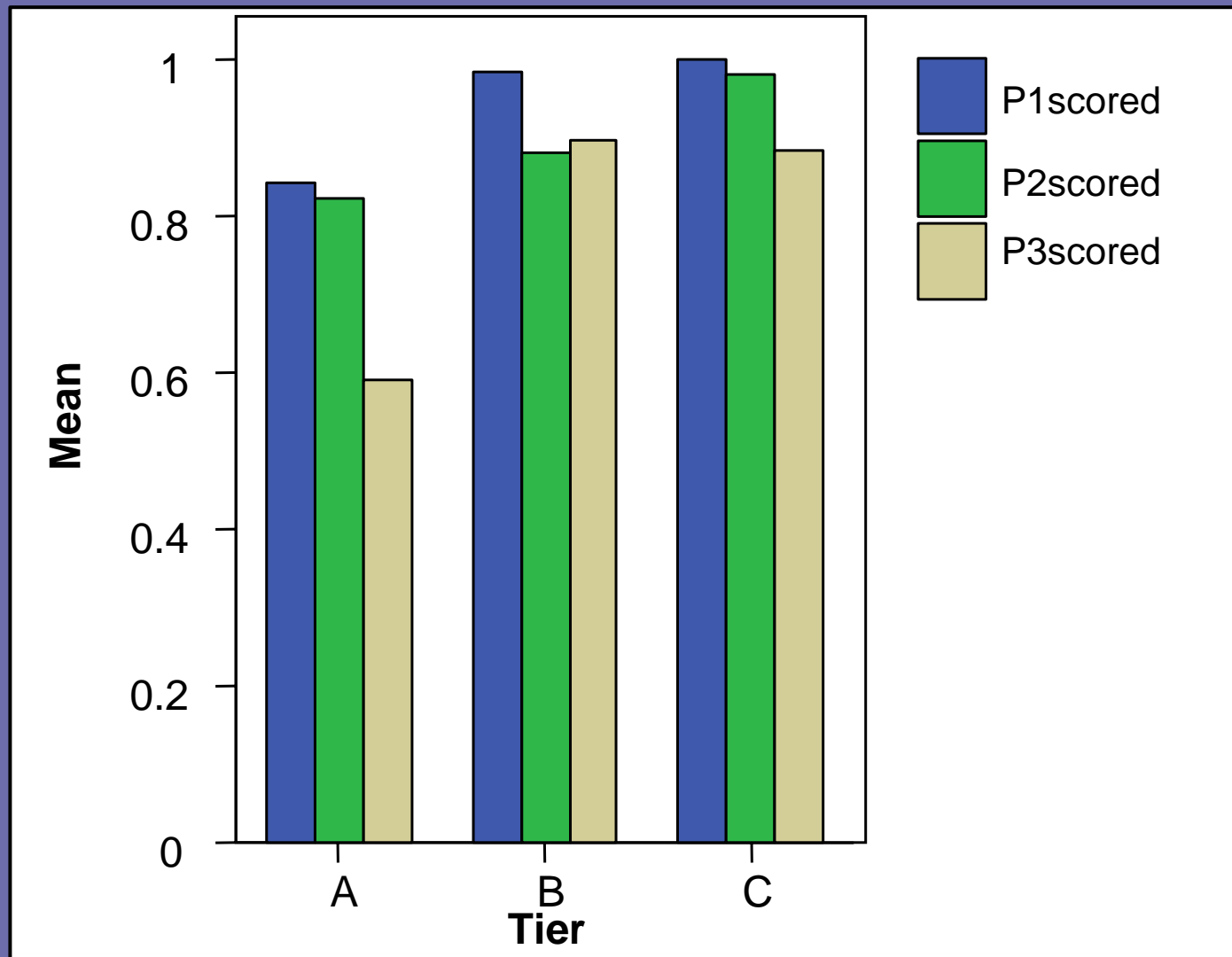
School Report

STUDENT ROSTER REPORT – SPRING 2005

STUDENT NAME STUDENT ID	Tier	Cluster	Listening		Speaking		Reading		Writing		Comprehension[A]		Composite[B]	
			Scale Score	Proficiency Level	Scale Score	Proficiency Level	Scale Score	Scale Score	Scale Score	Proficiency Level	Scale Score	Proficiency Level	Scale Score	Proficiency Level
Last Name, First Name MI 123456789 (State ID Field)	B	1-2	425	3.0	400	2.0	100	350	175	2.0	400	2.0	250	3.0

[A] Comprehension = 70% Reading + 30% Listening   [B] Composite = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Teacher Report (Part 1)

Student's level of English proficiency by language domains

Language Domain	Scale Score (Possible 100 - 600)	Proficiency Level (Possible 1.0 - 6.0)
Listening	393	5.9
Speaking	358	4.5
Reading	338	3.4
Writing	330	3.4
Comprehension[A]	355	4.4
Composite[B]	346	3.9

[A] Comprehension = 70% Reading + 30% Listening   [B] Composite = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Teacher Report (Part 2)

Student's performance by WIDA English language proficiency standards

COMPREHENSION (Listening and Reading)

English Language Proficiency Standards	Items Correct by Standard
Social & Instructional Language	12 of 13
Language of *Language Arts*	8 of 10
Language of *Mathematics*	6 of 9
Language of *Science*	10 of 12
Language of *Social Studies*	7 of 8

SPEAKING TASKS

English Language Proficiency Standards Score based on # of tasks student met or exceeded	Raw Score^c
Social & Instructional (Maximum of 3)	3
Language Arts/Social Studies (Maximum of 5)	5
Mathematics/Science (Maximum of 5)	3

C – Raw score based on # of tasks for that standard

WRITING TASKS

Task	Linguistic Control (Possible 0-6)	Vocabulary Usage (Possible 0-6)	Language Control (Possible 0-6)
Social & Instructional	3	2	3
Mathematics	3	3	3
Science	2	2	2
Language Arts & Social Studies	NA	NA	NA

Training for ACCESS for ELLs™
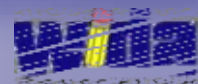
Training Options

- **Face-to-face workshops for test administrators**

- **Online course**
  - Setup and managed through CAL
  - Support to state/district facilitators by CAL
  - Support to test administration by local facilitators

- **Training CD**
  - Includes same content as online course
  - No interactive features
  - Quizzes taken through online course
  - Duplication & distribution at state option

- **Core documentation**
  - District and School Test Administration Manual

Online Test Administration Course: Preliminaries

- **Each state has a separate version of the course**

- **Course access through www.uwosh.edu/d2l**

- **Logon ID and password sent automatically at enrollment**

- **TA enrollment handled at state or district level by designated facilitators (instructor status)**

Features of the Training Course

- **Refer back many times if necessary**

- **Access to sample items**

- **Access to sound files and scoring rationale to calibrate for rating speaking**

- **Download and print Test Administration Manual**

- **Discussion Board (online only)**

- **Quizzes required for certification (online only)**

Logging in to D2L

Step 1

> **Set your browser to:**
>
> **www.uwosh.edu/d2l**

Step 2

Login

Username:

Password:

Please note your password is case sensitive.

Login

Accessing the Course after Login

Courses are listed under *My Oshkosh Courses* under *Ongoing* and then under *WIDA*
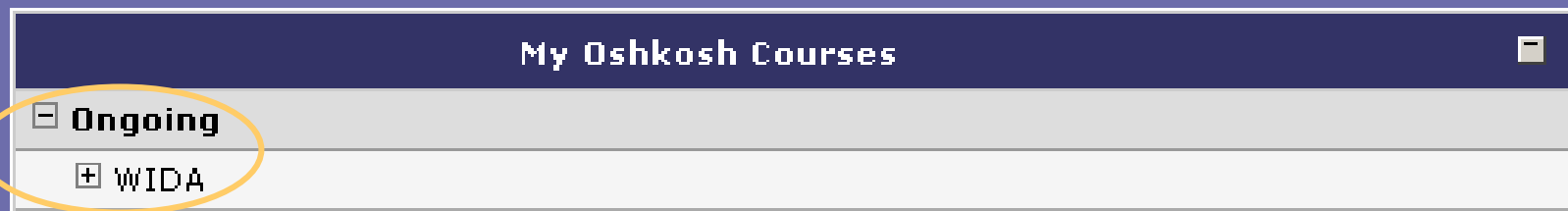
Remember to click on the + if the course name does not show.
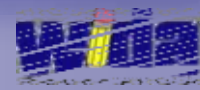
Accessing Course Functions

- **Enrollment** → **Classlist**

- **Materials** → **Content**

- **Quizzes** → **Quiz**

- **Check Scores** → **Grades**

- **Read/Add Comments** → **Sounding Board or Discussions**

- **Course Evaluation** → **Survey or Evaluation**

- **Record Progress** → **Checklist**

Course Content

Preliminary Materials

Test Management & Coordination

Test Administration

- **Group Component**
- **Speaking**
- **Kindergarten**

Quizzes & Evaluation

Course Content

. Preliminary Workshop Materials
1. Nondisclosure Agreement & Oath of Confidentiality
2. Essential D2L Procedures
3. Overview of Test Administrator Training
4. Participants in Test Adminstration
5. Background on the ACCESS Test
6. Test Administration Manual
7. Accommodations

. Test Management and Coordination Procedures
1. For Facilitators Only
2. For Coordinators Only

. Test Administration Procedures
1. Group Administered Test Components
   1. General Procedures: Group-Administered Tests
   2. Listening Test Administration
   3. Reading Test Administration
   4. Writing Test Administration
2. Speaking Component
   1. Speaking Test Administration
   2. Speaking Tests
   3. Sample Performances & Scoring Rationales
      1. Grades K-2 Samples
      2. Grades 3-5 Samples
      3. Grades 6-8 Samples
      4. Grades 9-12 Samples
      5. Sound Files for Speaking Quiz
3. Kindergarten Component
   1. Kindergarten Test Administration

. Workshop Completion
1. Quizzes and Certifications
2. Workshop Evaluation

Registering TA's Through D2L

1

UW OSHKOSH

ACCESS Test Administration Training New Jersey

Course Home | Content | Links | Discussions | Quizzes | Classlist | FA

Grades Logout

Classlist

2 Add Participant

3 ⊚ Create and add a new participant

4 **Enrollment Options**

☑ Send an enrollment email

Create User

* First Name: Jim
* Last Name: Bauman
* UserName: **WIDANJJBauman8763**
* StudentId: **WIDANJJBauman8763**
* Email: jim@cal.org
* Role: A Student
* Password: **jiba8763**

UserName & StudentID

WIDA + NJ+ First Name Initial (J) + 1st 6 letters of Last Name (Bauman) + 4 random digits (8763)

(+FAC for Facilitators)

Password is case-sensitive!

1st 2 letters of First Name (ji)+ 1st 2 letters of Last Name (ba)+ 4 random digits from ID (8763)

Facilitator Functions in D2L (1)

- **Sounding Board**
  - Respond to TA questions
  - Add additional topics
  - May delete threads, but should not!

- **Quizzes**
  - Facilitators can preview quizzes, but cannot take them for a grade
  - If a grade is necessary, Facilitator should register (under a second Username) as a D2L Student
  - Can edit, copy, and/or delete quizzes, but must not!

- **Grades**
  - Facilitators can see grades for all TAs in state
  - Can edit and/or delete individual student grades, but must not!

Facilitator Functions in D2L (2)

- **FAQs**
  - Can add, edit and/or delete existing FAQs, but should not!
  - FAQs are updated periodically by CAL
  - Contact CAL to add new FAQs to list

- **Announcements**
  - Facilitators can add additional announcements on the course home page

- **Edit Course**
  - Facilitators can change course content, but should not!
  - Requests for additional content should be directed to CAL

Test Administrator Materials Checklist

Test Administrator Materials

This lists all the readings and exercises required for the course.

Reading List

- [ ] **ACCESS for ELLs Test Administration Manual**
- [ ] **Background on ACCESS for ELLs**
- [ ] **General Procedures: Group-Administered Tests**
- [ ] **Accommodations**
- [ ] **Listening Test Administration**
- [ ] **Reading Test Administration**
- [ ] **Writing Test Administration**
- [ ] **Speaking Test Administration**
- [ ] **Kindergarten Test Administration**

Exercises

- [ ] **Listening Test Sample Items**
- [ ] **Reading Test Sample Items**
- [ ] **Writing Test Sample Item**
- [ ] **Speaking Test Sound Samples**

Certification

- **Separate certifications in:**
  - Group administration
  - Speaking test administration
  - Kindergarten administration

- **Certification is based on successful quiz completion (80%)**

- **Qualifications checked by facilitators through Grade menu**

- **Certification process handled by state**

Test Administration
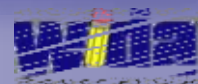
Testing Sessions

- **Listening and Reading are administered together in one group session (approximately 75 minutes)**

- **Writing is administered in a separate group session (approximately 75 minutes)**

- **15-20 students per group session**

- **Speaking is administered individually**

- **All test sessions must occur within state's testing window**

Listening Test

- **Multiple choice**

- **20-25 minutes**

- **Thematically organized**

- **Scripted**

- **Group administered**

- **Machine scored**

ACCESS for ELLs™ Test Administrator Training
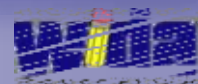
Sample Items: Listening, Science 1-2

Part B — Growing plants for science

11

12

13

10   L12A
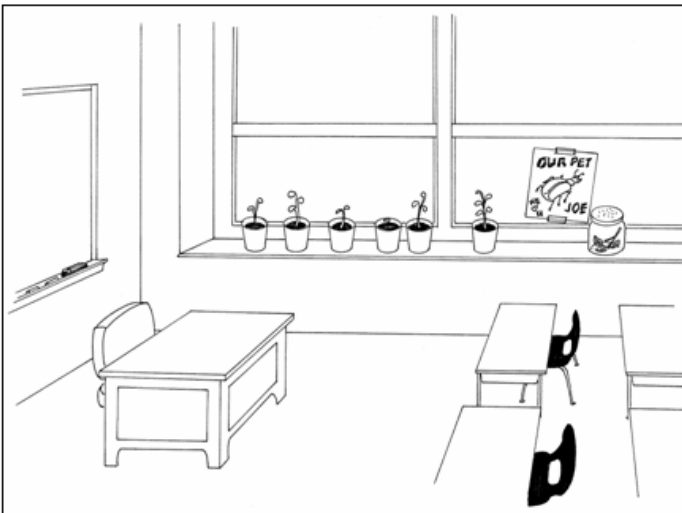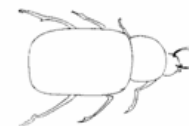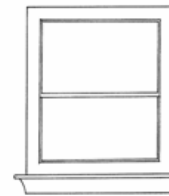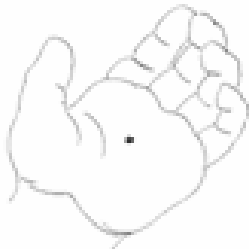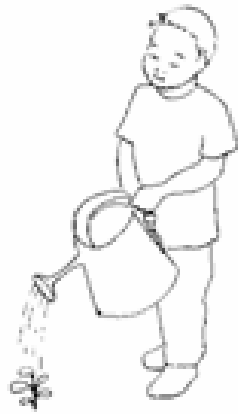
Science Listening 1-2 P1

PI: Identify objects according to chemical or physical properties from pictures and oral statements
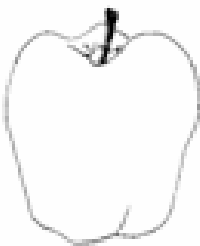
Script: A seed is small. Find the small seed.

Science Listening 1-2 P2

PI: Match objects with their chemical or physical properties from pictures and oral statements
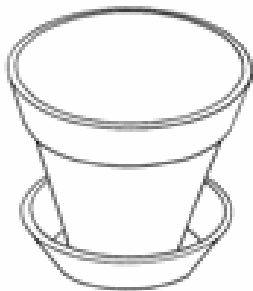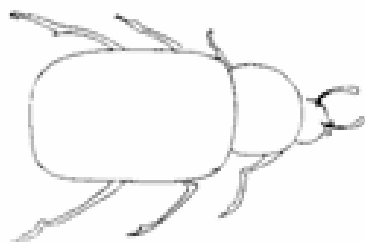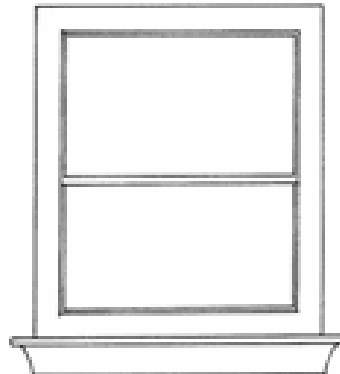
Script: One day the seed will grow into something large, round, and heavy. Find what the seed grows into.
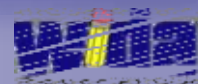
Science Listening 1-2 P3

PI: Identify and group objects according to chemical or physical properties from oral statements

Script: Seeds grow into plants. Find something else that grows.

Reading Test

- **Multiple choice**

- **35-40 minutes**

- **Thematically organized**

- **Group administered**

- **Machine scored**

Examining Reading Items Across a Strand

Language Arts, Reading, Grades 3-5

Standard	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Language Arts	• match labels or identify facts from pictures and phrases (e.g., "I see, there is…")	• identify language associated with stating facts found in short fiction or non-fiction text supported by pictures or graphics (e.g., "I know that…," "it is true that…")	• identify language associated with stating opinions found in fiction or non-fiction text (e.g., "I think that…;" "We believe that…;" "It could be…")	• differentiate between statements of fact and opinion found in various reading selections	• identify authors' reasons or intent for selecting facts or opinions found in fiction or non-fiction from grade level language arts text

Part D: Jessica and Blue

This is a story about a girl named Jessica and her dog Blue.

One day, Jessica went for a walk through the park across the street from her house with her puppy, Blue. Her dog was four months old. To Jessica, he was the best dog in the world. Blue liked to run a lot in the park with Jessica, so she let him off the leash. His dog tags made a lot of noise when they ran, so she took off his collar too.

Jessica was thirsty and turned to take a long drink of water from a fountain. When she turned around, she could not find Blue. He was lost! She looked for him everywhere, but with no luck. Finally, she put a sign in the supermarket near her house. She missed him so much. Her father said, "Don't worry. I think we'll find Blue real soon."

Two days later, Jessica noticed a sign on a tree. The sign said "Found: Dog." The sign had a description of a little brown dog with white spots. "Blue has white spots," thought Jessica, "It has to be Blue!" She ran home and called the phone number to claim him.

When a woman answered, Jessica said hopefully, "I saw your sign on a tree and I think you may have my dog Blue."

The woman asked Jessica, "I want to give him to his real owner. Can you prove he's your dog?" Jessica answered, "My father took a picture of me and Blue together. I'll bring it with me."

Jessica and her father went to the woman's house and showed her the picture. The woman said, "Well, that might be the dog I found. But lots of dogs look alike, so I'm still not completely sure. Let's go see him."

They all walked to the backyard where Blue was playing. When he saw Jessica coming, he stopped playing and ran to her with his tail wagging happily.

The woman said, "Well, that's all the proof I need. He's your dog, all right!"

11

"To Jessica, he was the best dog in the world."
This sentence shows Jessica's opinion.

Which of the following also shows an opinion?

○ When Jessica turned around, she could not find Blue.

○ "Don't worry. I think we'll find him real soon."

○ Two days later, Jessica noticed a sign on a tree.

○ "My father took a picture of me and Blue together."

12

When Jessica saw the sign for the lost dog, why did she believe it was Blue?

○ Jessica missed Blue very much.

○ Blue was four months old.

○ Jessica saw a picture of Blue.

○ Blue was brown with white spots.

13

Why does the woman say at the end of the story, "He's your dog, all right!"?

○ Because Jessica said that Blue was her dog.

○ Because Blue was playing in the backyard.

○ Because the picture of Blue and Jessica convinced her.

○ Because Blue obviously recognized Jessica as his owner.

Items Tied to Performance Indicators: Tier C Items

#11: *"To Jessica, he was the best dog in the world." This sentence shows Jessica's opinion. Which of the following also shows an opinion?*
PI (p3): Identify language associated with stating opinions found in fiction or non-fiction text.

#12: *When Jessica saw the sign for the lost dog, why did she believe it was Blue?*
PI (p4): Differentiate between statements of fact and opinion found in various reading selections.

#13: *Why does the woman say at the end of the story, "He's your dog, all right!"?*
PI (p5): Identify author's reasons or intent for selecting facts or opinions found in fiction or non-fiction from grade-level language arts text.
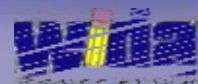
Reading Items Adapted for Tier A

- **Simpler text and more graphic support**

- **Items at proficiency levels 1, 2, and 3**
  - **For example:**
    1. *Which is Blue?*
       PI (p1): Match labels or identify facts from pictures and phrases.
    2. *"I know he has white spots." Which words in this sentence tell you it is a fact?*
       PI (p2): Identify language associated with stating facts found in short fiction or non-fiction text supported by pictures or graphics
    3. **[Same item from Tier C]** *"To Jessica, he was the best dog in the world." This sentence shows Jessica's opinion. Which of the following also shows an opinion?*
       PI (p3): Identify language associated with stating opinions found in fiction or non-fiction text.

Writing Test

- **Up to 1 hour**
- **4 tasks per tiered form:**
    1. **SI**
    2. **MA**
    3. **SC**
    4. **LA/SS/SI**

- **Writing task is modeled for child**
- **Group administered**
- **Rater scored (by MetriTech)**

CAL

Practice: Too Much Television

Here are some letters to the editor of a newspaper about children and television. Read the letters. Then you will write your own letter on the next page.

Letter from a student against television

To the Editor:

I don't like watching T.V. It is too passive. I think children should be outside playing and doing creative things instead of inside watching mindless television programs. Many children in the United States are overweight and watch too much television. Television is damaging our health. Let's get moving!

Sincerely,
Barbara Robbins, Student

Letter from a student for television
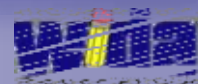
To the Editor:

I think watching television can benefit children. For example, there are various educational programs that teach us about nature. These programs often introduce us to unusual animals and unique habitats. Through television we can be transported to a new world and learn about new places.

Sincerely,
Rafael Sanz Arroyo, Student

Letter from a parent

To the Editor:

Depending on how television is controlled, I think it can hurt or help children. If parents are involved in limiting how much and what kind of television children watch, then children can benefit from educational programs. However, if children are allowed to watch anything they want, then they will be exposed to too much violence and inappropriate programs.

Sincerely,
Hafas Mohamed, Parent

Writing Training Item

Now it's your turn to write!

Now write your own letter to the editor. Explain your opinion on children and television. Use specific details to support your opinion. Remember to address your letter to the editor and sign your name at the end. The letter should be no longer than two paragraphs. Remember to write only one letter to the editor—your own letter.

LA Writing PI — 6-8 P5

Defend positions or stances using original ideas with supporting details

Writing Training Item

STOP

Letter from a student against television

To the Editor:

I don't like watching T.V. It is too passive. I think children should be outside playing and doing creative things instead of inside watching mindless television programs. Many children in the United States are overweight and watch too much television. Television is damaging our health. Let's get moving!

Sincerely,
Barbara Robbins, Student

Letter from a student for television

To the Editor:

I think watching television can benefit children. For example, there are various educational programs that teach us about nature. These programs often introduce us to unusual animals and unique habitats. Through television we can be transported to a new world and learn about new places.
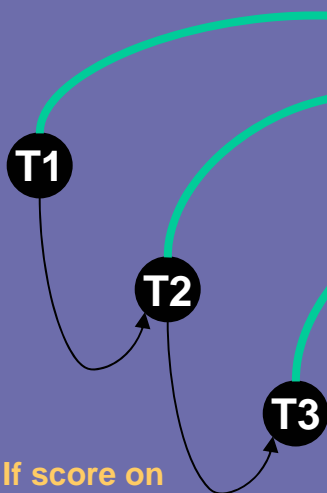
Sincerely,
Rafael Sanz Arroyo, Student

Speaking Test

- **Up to 15 minutes**

- **Individually administered**

- **Adaptive format**

- **3 parts per tiered form:**
    - **SI**
    - **LA/SS**
    - **MA/SC**

- **Individually administered**

- **Scored by test administrator**

Navigating the Speaking Test (1-12)
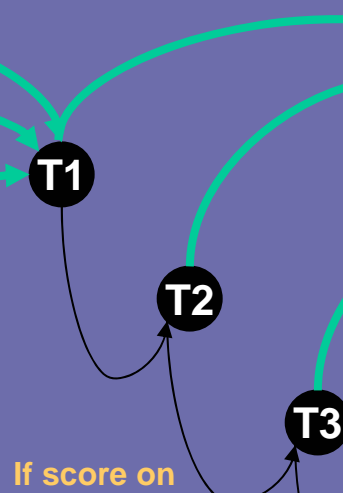
Part A   **Part B**   **Part C**

T1 T2 T3

T1 T2 T3 T4 T5

T1 T2 T3 T4 T5

END

If score on level is ?, Meets, or Exceeds, go to next level task.

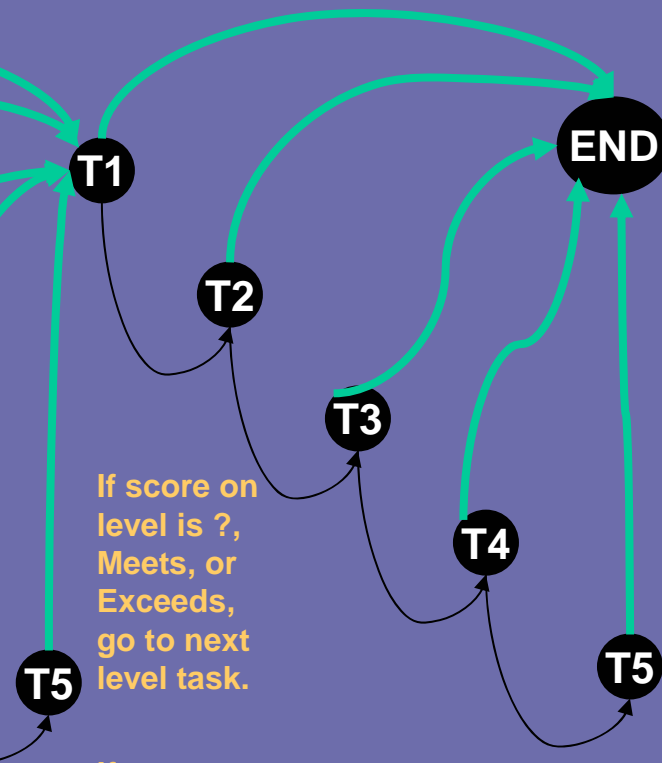If score on level is Approaches or No Response, go to Task 1 of Part B.

If score on level is ?, Meets, or Exceeds, go to next level task.

If score on level is Approaches or No Response, go to Task 1 of Part C.
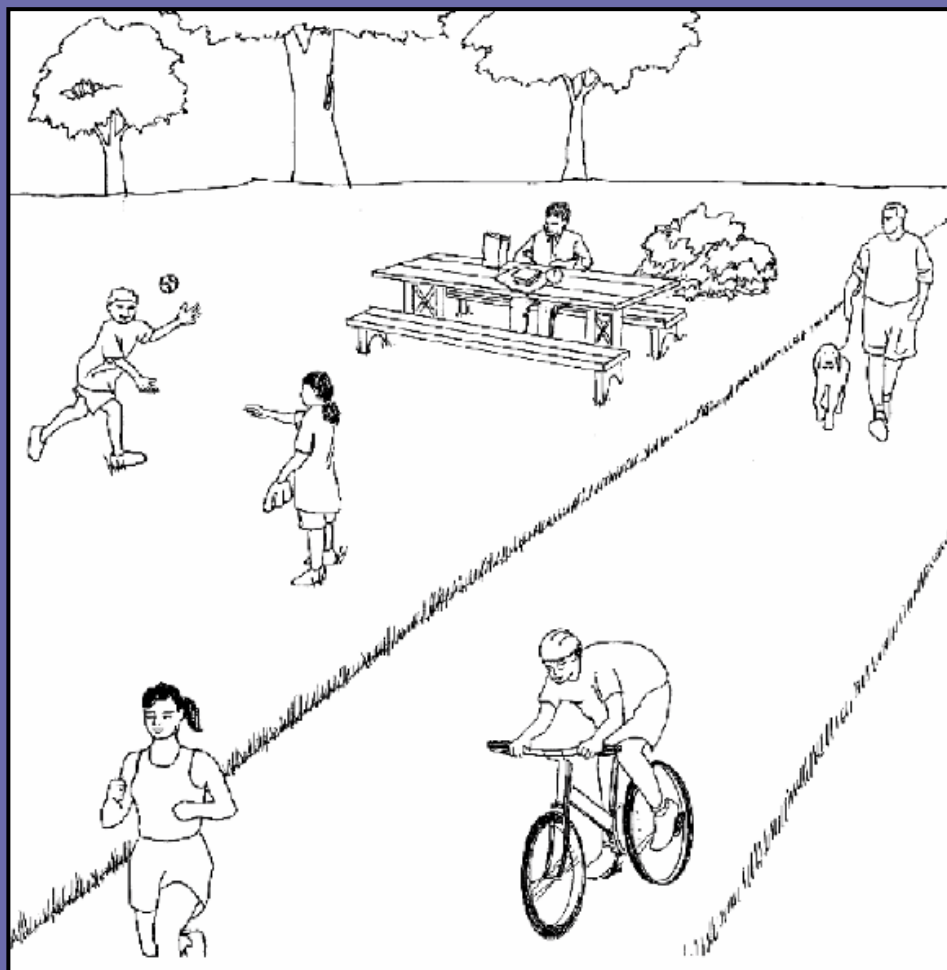
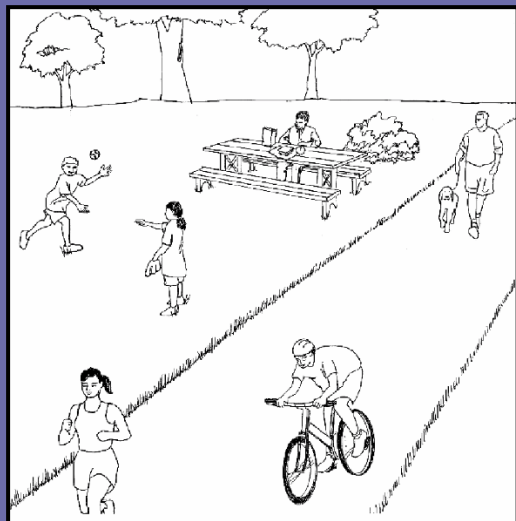If score on level is ?, Meets, or Exceeds, go to next level task.

If score on level is Approaches or No Response, stop the Speaking Test.

Sample Item: Speaking

Speaking Task: SI, 3-5, Level 1

PI:
Respond to WH-questions

First let's talk about things people do outside. This is a picture of people in a park. I'm going to ask you some questions about this picture.

Q1: (Point to TREE) **What is this?**
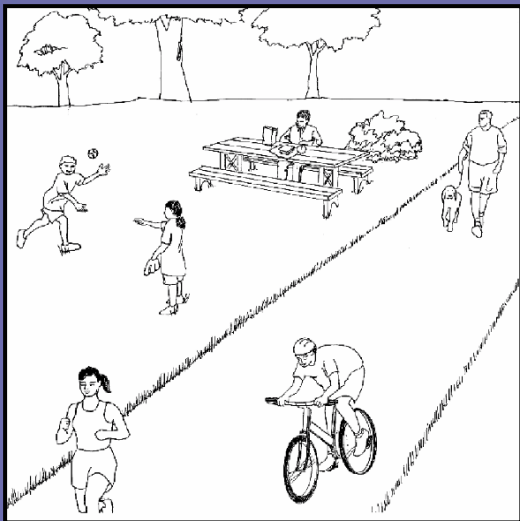
Q2: (Point to BALL) **What is this?**

Q3: (Point to DOG) **What is this?**

Q4: (If necessary) **What else do you see in this picture** (OR) **What other things do you see in this picture?**

Speaking Task: SI, 3-5, Level 2

PI:
Ask and respond to questions

Now listen carefully. I've just asked you some questions about this picture. Now I want _you_ to ask _me_ some questions about it. (OR) **Pretend you are the teacher and want to ask me some questions about this picture. For example, you could ask me, "Where are the people?" OK?**

Q1: (Point to BOY ON BIKE) **What do you want to know about him?** (OR) **Ask me a question about him.**
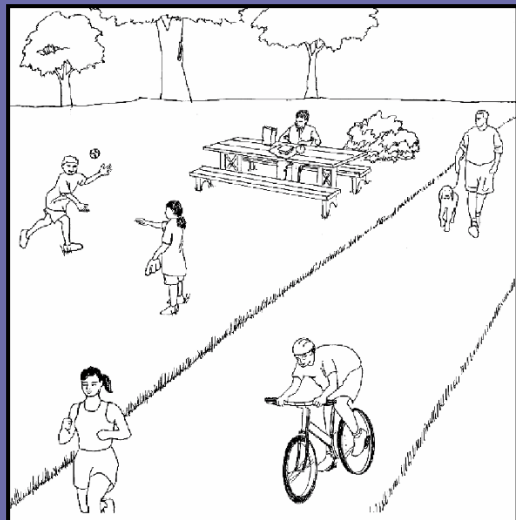
Q2: (Point to PICNIC TABLE) **What do you want to know about this?** (OR) **Ask me a question about this.**

Q3: What other things do you want to know about this picture? (OR) **What's another question you can ask me about (anything in) this picture?**
(Answer student's question.)

Speaking Task: SI, 3-5, Level 3

PI: Exchange personal information

Now let me tell you something about these children. (Point to CHILDREN PLAYING CATCH) **Their names are Alex and Leticia. They like to play catch.**

Q1: Do you like to play catch?

Q2: (If "Yes") **What else do you like to do?**

Q3: (If "No") **What do you like to do?**

Q4: What do you like about _____? (OR) **Tell me something about _____.**

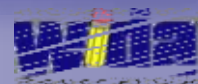**Q5:** (If necessary) **Tell me more.**

Speaking Test Materials

- **Scoring rubric**

- **Scoring sheet**

- **Samples—sound files**

- **Samples— rationales and transcript**

Performance samples are available in the online D2L course and on the training CD.

Practice in Scoring Speaking Tests

- **Study the speaking scoring rubric thoroughly**

- **Listen to speaking test samples available on the ACCESS Test Administrator Training online course or the Test Administrator Training CD**

- **Score the samples on a practice scoring sheet**

- **Read the rationales for the samples and compare with your score**

- **Refine your scoring to conform with the samples**

Rules for Standardizing the Speaking Test

- **Each item can be read only once (barring interruptions)**

- **Never use another language when administering the test**

- **Never write out parts of the test that are scripted as spoken items**

Notes on Kindergarten Test

- **All components individually administered**

- **All components adaptive—stop a test component when child reaches his/her ceiling**

- **All responses, except for Writing section, recorded by TA**

- **TA scores all components, including Writing, during administration**

- **Averages 30 minutes per student for all components**

Test Booklet Coordination
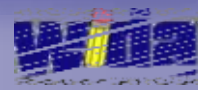
Key Test Administration Milestones

- **Pre-ID ordering**   **by Feb. 10, 2006**
- **State receives test materials**   **Mar. 6, 2006**
- **Test window opens**
  - K, 1-2, Speaking   Mar. 15, 2006
  - LRW 3-5, 6-8, 9-12   Apr. 3, 2006
- **Test window closes**   **June 1, 2006**
- **Booklets returned to MetriTech** **June 8 – 13, 2006**
- **Score reports sent to districts**   **by Aug. 8, 2006**

Logistics

- **Test materials packed by district, delivered to districts**

- **If more than 15 schools, booklets packed by school and delivered to schools**

- **All test materials must be returned together**

- **Student booklets must be grouped by grade level cluster and tier; tiers cannot be combined**

- **Tests must be kept secure at all times**

All details re test logistics are contained in the Test Administration Manual, Section 2

What happens next?

- **Watch for e-mail message with "Desire2Learn at UW Oshkosh Account Confirmation" in the subject line**

- **Use today's training booklet to facilitate your first login**

- **Browse the various links available**

- **Print and read Test Administration Manual**

- **Begin course**

Other Issues/Questions/Discussion